

## Social Studies Standard Articulated by Grade Level

### Strand 2: World History

<b>Concept 1: Research Skills for History</b> Historical research is a process in which students examine topics or questions related to historical studies and/or current issues. By using primary and secondary sources effectively students obtain accurate and relevant information. An understanding of chronological order is applied to the analysis of the interrelatedness of events. These performance objectives also appear in Strand 1: U.S. History. They are intended to be taught in conjunction with appropriate U.S. or World History content, when applicable.				
Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
<b>PO 1.</b> Retell personal events to show an understanding of how history is the story of events, people, and places in the past.	<b>PO 1.</b> Place important life events in chronological order on a timeline.	<b>PO 1.</b> <i>Place important life events in chronological order on a timeline.</i>	<b>PO 1.</b> Use timelines to identify the time sequence of historical data.	<b>PO 1.</b> Use the following to interpret historical data: a. timelines – B.C.E. and B.C.; C.E. and A.D. b. graphs, tables, charts, and maps
<b>PO 2.</b> Listen to recounts of historical events and people and discuss how they relate to present day.	<b>PO 2.</b> Retell stories to describe past events, people, and places.	<b>PO 2.</b> Place historical events from content studied in chronological order on a timeline.	<b>PO 2.</b> <i>Recognize how archaeological research adds to our understanding of the past.</i>	<b>PO 2.</b> Describe the difference between primary and secondary sources.
<b>PO 3.</b> Sequence recounts of historical events and people using the concepts of before and after.	<b>PO 3.</b> Use primary source materials (e.g., photos, artifacts, maps) to study people and events from the past.	<b>PO 3.</b> Recognize how archaeological research adds to our understanding of the past.	<b>PO 3.</b> <i>Use primary source materials (e.g., photos, artifacts, interviews, documents, maps) and secondary source materials (e.g., encyclopedias, biographies) to study people and events from the past.</i>	<b>PO 3.</b> Locate information using both primary and secondary sources.

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Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
<b>PO 4.</b> Use primary source materials (e.g., photos, artifacts) to study people and events from the past.		<b>PO 4.</b> Use primary source materials (e.g., photos, artifacts, interviews, documents, maps) and secondary source materials (e.g., encyclopedias, biographies) to study people and events from the past.	<b><i>PO 4.</i></b> <i>Retell stories to describe past events, people, and places.</i>	<b>PO 4.</b> Describe how archaeological research adds to our understanding of the past.
		<b><i>PO 5.</i></b> <i>Retell stories to describe past events, people, and places.</i>		

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<b>Grade 5</b>	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>
<b>PO 1.</b> <i>Use the following to interpret historical data:</i> <i>a. timelines – B.C.E. and B.C.; C.E. and A.D.</i> <i>b. graphs, tables, charts, and maps</i>	<b>PO 1.</b> Construct charts, graphs, and narratives using historical data.	<b>PO 1.</b> <i>Construct charts, graphs, and narratives using historical data of the historical era being studied.</i>	<b>PO 1.</b> <i>Construct charts, graphs, and narratives using historical data.</i>
<b>PO 2.</b> Construct timelines of the historical era being studied (e.g., presidents/ world leaders, key events, people).	<b>PO 2.</b> Interpret historical data displayed in graphs, tables, and charts.	<b>PO 2.</b> <i>Interpret historical data displayed in graphs, tables, and charts.</i>	<b>PO 2.</b> <i>Interpret historical data displayed in graphs, tables, and charts.</i>
<b>PO 3.</b> <i>Describe the difference between primary and secondary sources.</i>	<b>PO 3.</b> <i>Construct timelines of the historical era being studied (e.g., presidents/ world leaders, key events, people).</i>	<b>PO 3.</b> <i>Construct timelines (e.g., presidents/world leaders, key events, people.)</i>	<b>PO 3.</b> Construct timelines (e.g., presidents/ world leaders, key events, people) of the historical era being studied.
<b>PO 4.</b> <i>Locate information using both primary and secondary sources.</i>	<b>PO 4.</b> Formulate questions that can be answered by historical study and research.	<b>PO 4.</b> <i>Formulate questions that can be answered by historical study and research.</i>	<b>PO 4.</b> <i>Formulate questions that can be answered by historical study and research.</i>
<b>PO 5.</b> <i>Describe how archaeological research adds to</i>	<b>PO 5.</b> <i>Describe the difference between primary and secondary</i>	<b>PO 5.</b> Describe the relationship between a primary source	<b>PO 5.</b> Describe the difference between a primary source document

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Grade 5	Grade 6	Grade 7	Grade 8
<i>our understanding of the past.</i>	<i>sources.</i>	document and a secondary source document.	and a secondary source document and the relationships between them.
	<b>PO 6.</b> Determine the credibility and bias of primary and secondary sources.	<b><i>PO 6.</i></b> Determine the credibility and bias of primary and secondary sources.	<b><i>PO 6.</i></b> Determine the credibility and bias of primary and secondary sources.
	<b>PO 7.</b> Analyze cause and effect relationships between and among individuals and/or historical events.	<b><i>PO 7.</i></b> Analyze cause and effect relationships between and among individuals and/or historical events.	<b><i>PO 7.</i></b> Analyze cause and effect relationships between and among individuals and/or historical events.
	<b><i>PO 8.</i></b> Describe how archaeological research adds to our understanding of the past.	<b>PO 8.</b> Describe two points of view on the same historical event.	<b>PO 8.</b> Analyze two points of view on the same historical event.

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<b>High School</b>
<b>PO 1.</b> Interpret historical data displayed in maps, graphs, tables, charts, and geologic time scales.
<b>PO 2.</b> Distinguish among dating methods that yield calendar ages (e.g., dendrochronology), numerical ages (e.g., radiocarbon), correlated ages (e.g., volcanic ash), and relative ages (e.g., geologic time).
<b>PO 3.</b> <i>Formulate questions that can be answered by historical study and research.</i>
<b>PO 4.</b> Construct graphs, tables, timelines, charts, and narratives to interpret historical data.
<b>PO 5.</b> Evaluate primary and secondary sources for: <ul style="list-style-type: none"> <li>a. authors' main points</li> <li>b. purpose and perspective</li> <li>c. facts vs. opinions</li> <li>d. different points of view on the same historical event (e.g., Geography Concept 6 – geographical perspective can be different from economic perspective)</li> <li>e. credibility and validity</li> </ul>
<b>PO 6.</b> Apply the skills of historical analysis to current social, political, geographic, and economic issues facing the world.
<b>PO 7.</b> Compare present events with past events: <ul style="list-style-type: none"> <li>a. cause and effect</li> <li>b. change over time</li> <li>c. different points of view</li> </ul>

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<b>Concept 2: Early Civilizations</b> <b>The geographic, political, economic, and cultural characteristics of early civilizations significantly influenced the development of later civilizations.</b>				
Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
<b>PO 1.</b> Recognize that groups of people in early civilizations (e.g., people of the Americas, Europeans, Asians, Africans) moved from place to place to hunt and gather food.	<b>(Note: Advancements in early civilizations were introduced in Kindergarten.)</b> <b>PO 1.</b> Recognize that the development of farming allowed groups of people to settle in one place and develop into civilizations (e.g., Egypt).	<b>(Note: World civilizations were introduced in Grade 1.)</b> <b>PO 1.</b> Recognize that civilizations developed in China, India, and Japan.	<b>PO 1.</b> Recognize how government (beginnings of democracy), mythology, art, architecture, and the Olympics in Ancient Greece contributed to the development of their own and later civilizations. Connect with: Reading Strand 2 Concept 2	
<b>PO 2.</b> Recognize that early civilizations improved their lives through advancements (e.g., domestication of animals, tools, farming methods, calendars).	<b>PO 2.</b> Recognize that settlement led to the development of farming techniques (e.g., Nile River flooding), government (e.g., pharaohs), art/architecture (e.g., pyramids), and writing (e.g., hieroglyphics) which contributed to the advancement of the Ancient Egyptian	<b>PO 2.</b> Recognize how art (e.g., porcelain, poetry), architecture (e.g., pagodas, temples), and inventions (e.g., paper, fireworks) in Asia contributed to the development of their own and later civilizations.	<b>PO 2.</b> Discuss the contributions of Ancient Greek teachers/philosophers (e.g., Socrates, Plato, Aristotle) whose thinking contributed to the development of their own and later civilizations.	

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Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
	civilization.			
	<b>PO 3.</b> Recognize that civilizations in the Americas had similar characteristics to the Egyptians. Connect with: Strand 1 Concept 2		<b>PO 3.</b> Recognize how representative government, mythology, architecture (e.g., aqueducts), and language (e.g., Latin) in Ancient Rome contributed to the development of their own and later civilizations.	
			<b>PO 4.</b> Discuss the contributions of political and military leaders of Ancient Rome (e.g., Julius Caesar, Augustus, Constantine) whose actions influenced their own and later civilizations.	

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Adopted 9/26/05  
Updated 5/22/06

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<b>Concept 2: Early Civilizations</b> The geographic, political, economic, and cultural characteristics of early civilizations significantly influenced the development of later civilizations.			
Grade 5	Grade 6	Grade 7	Grade 8
	<b>(Note: Early civilizations were introduced in Grades 1[Egypt], 2 [Asia], 3 [Greece and Rome], 4 [North and South America].)</b> <b>PO 1.</b> Describe the lifestyles of humans in the Paleolithic and Neolithic Ages.		
	<b>PO 2.</b> Determine how the following factors influenced groups of people to develop into civilizations in Egypt, India, Mesopotamia, and China: a. farming methods b. domestication of animals c. division of labor d. geographic factors Connect with: Strand 4 Concept 2, 4,6 Strand 5 Concept 1		

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Grade 5	Grade 6	Grade 7	Grade 8
	<b>PO 3.</b> Describe the importance of the following river valleys in the development of ancient civilizations: a. Tigris and Euphrates - Mesopotamia b. Nile - Egypt c. Huang He - China d. Indus- India Connect with: Strand 4 Concept 1, 2, 4, 5		
	<b>PO 4.</b> Compare the forms of government of the following ancient civilizations: a. Mesopotamia – laws of Hammurabi b. Egypt – theocracy c. China – dynasty Connect with: Strand 3 Concept 3, 5		
	<b>PO 5.</b> Describe the religious traditions that helped shape the culture of the following ancient civilizations: a. Sumeria, India (i.e.,		

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	polytheism) b. Egypt (i.e., belief in an afterlife) c. China (i.e., ancestor worship) d. Middle East (i.e., monotheism)		
	<b>PO 6.</b> Analyze the impact of cultural and scientific contributions of ancient civilizations on later civilizations: a. Mesopotamia (i.e., laws of Hammurabi) b. Egypt (i.e., mummification, hieroglyphs, papyrus) c. China (i.e., silk, gun powder/fireworks, compass) d. Central and South America (i.e., astronomy, agriculture) Connect with: Strand 5 Concept 2		
	<b>PO 7.</b> Describe the development of the following types of government and citizenship in ancient Greece and Rome:		

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Grade 5	Grade 6	Grade 7	Grade 8
	a. democracy b. republics/ empires Connect with: Strand 3 Concept 5		
	<b>PO 8.</b> Describe scientific and cultural advancements (e.g., networks of roads, aqueducts, art and architecture, literature and theatre, mathematics, philosophy) in ancient civilizations. Connect with: Strand 4 Concept 2, 4, 5 Strand 5 Concept 2		
	<b>PO 9.</b> Identify the roles and contributions of individuals in the following ancient civilizations: a. Greece and Greek empires ( i.e., Socrates, Plato, Aristotle, Sophocles, Euripides, Pericles, Homer, Alexander the Great) b. Rome (i.e., Julius Caesar, Augustus) c. China (i.e., Qin Shi Huan Di,		

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	Confucius) d. Egypt (i.e., Hatshepsut, Ramses, Cleopatra) Connect with: Strand 3 Concept 5		
	<b>PO 10.</b> Describe the transition from the Roman Empire to the Byzantine Empire: a. “decline and fall” of the Roman Empire b. Empire split in eastern and western regions c. capital moved to Byzantium/Constantinople d. Germanic invasions Connect with: Strand 4 Concept 2		

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<b>High School</b>
<b>PO 1.</b> Describe the development of early prehistoric people, their agriculture, and settlements.
<b>PO 2.</b> Analyze the development and historical significance of Hinduism, Judaism, Buddhism, Christianity, and Islam.
<b>PO 3.</b> Analyze the enduring Greek and Roman contributions and their impact on later civilization: a. development of concepts of government and citizenship (e.g., democracy, republics, codification of law, and development of empire) b. scientific and cultural advancements (e.g., network of roads, aqueducts, art and architecture, literature and theater, mathematics, and philosophy)
<b>PO 4.</b> Analyze the enduring Chinese contributions and their impact on other civilizations: a. development of concepts of government and citizenship (e.g., Confucianism, empire) b. scientific, mathematical, and technical advances (e.g., roads, aqueducts) c. cultural advancements in art, architecture, literature, theater, and philosophy

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<b>Concept 3: World in Transition</b> People of different regions developed unique civilizations and cultural identities characterized by increased interaction, societal complexity, and competition.				
Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
				<p>(Note: The Middle Ages and Crusades are introduced as a precursor to Spanish and Portuguese exploration. As soldiers from the Crusades returned with treasures from Asia, European countries began to trade with the Indies. Spain and Portugal sought trade routes they could control, leading to their exploration of the New World.)</p> <p><b>PO 1.</b> Discuss life in Europe as it existed at the time of the Aztec and Incan/Inkan empires in the Americas:</p> <ul style="list-style-type: none"> <li>a. life in castles</li> <li>b. knights traveling to new places during the Crusades</li> </ul>

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<b>Concept 3: World in Transition</b> People of different regions developed unique civilizations and cultural identities characterized by increased interaction, societal complexity, and competition.				
Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
				c. desire for new routes to the Indies

<b>Concept 3: World in Transition</b> People of different regions developed unique civilizations and cultural identities characterized by increased interaction, societal complexity, and competition.			
Grade 5	Grade 6	Grade 7	Grade 8
	<b>(Note: The Middle Ages were introduced in Grade 4.)</b> <b>PO 1.</b> Describe aspects (e.g., geographic origins, founders and their teachings, traditions, customs, beliefs) of Hinduism, Buddhism, Judaism, Christianity, and Islam. Connect with: Strand 4 Concept 2, 4		
	<b>PO 2.</b> Describe the development of the Medieval kingdoms of Ghana, Mali, and Songhai: a. Islamic influences b. mining of gold and salt c. centers of commerce Connect with:		

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	Strand 5 Concept 1		
	<b>PO 3.</b> Describe the culture and way of life of the Arab Empire: a. Islam (i.e., Mohammad, Mecca) b. extensive trade and banking network c. interest in science (i.e., medicine, astronomy) d. translation and preservation of Greek and Roman literature Connect with: Strand 5 Concept 1		
	<b>PO 4.</b> Describe the Catholic Church's role in the following activities during the Middle Ages: a. Crusades b. Inquisition c. education d. government e. spread of Christianity		
	<b>PO 5.</b> Describe the transition from feudalism to nationalism at the end of the Middle Ages.		

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<b>Concept 3: World in Transition</b> People of different regions developed unique civilizations and cultural identities characterized by increased interaction, societal complexity, and competition.			
	<b>PO 6.</b> Describe the trade routes that established the exchange of goods (e.g., silk, salt, spices, gold) between eastern and western civilizations during the 15 <sup>th</sup> and 16 <sup>th</sup> centuries. Connect with: Strand 4 Concept 2, 4 Strand 5 Concept 1		
	<b>PO 7.</b> Describe how trade routes led to the exchange of ideas (e.g., religion, scientific advances, literature) between Europe, Asia, Africa and the Middle East during the 15 <sup>th</sup> and 16 <sup>th</sup> centuries. Connect with: Strand 3 Concept 1 Strand 4 Concept 4,5 Strand 5 Concept 1		

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<b>Concept 3: World in Transition</b> <b>People of different regions developed unique civilizations and cultural identities characterized by increased interaction, societal complexity, and competition.</b>				
<b>High School</b>				
<b>PO 1.</b> Contrast the fall of Rome with the development of the Byzantine and Arab Empires (e.g., religion, culture, language, governmental structure).				
<b>PO 2.</b> Compare feudalism in Europe and Japan and its connection with religious and cultural institutions.				
<b>PO 3.</b> Compare the development of empires (e.g., Roman, Han, Mali, Incan/Inkan, Ottoman) throughout the world.				
<b>PO 4.</b> Describe the interaction of European and Asian civilizations from the 12 <sup>th</sup> to the 16 <sup>th</sup> centuries: a. Crusades b. commerce and the Silk Road c. impact on culture d. plague				

<b>Concept 4: Renaissance and Reformation</b> <b>The rise of individualism challenged traditional western authority and belief systems resulting in a variety of new institutions, philosophical and religious ideas, and cultural and social achievements.</b>				
<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>

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## Social Studies Standard Articulated by Grade Level

### Strand 2: World History

<b>Concept 4: Renaissance and Reformation</b> The rise of individualism challenged traditional western authority and belief systems resulting in a variety of new institutions, philosophical and religious ideas, and cultural and social achievements.			
Grade 5	Grade 6	Grade 7	Grade 8
	<b>PO 1.</b> Describe how the Renaissance was a time of renewal and advancement in Europe: a. rebirth of Greek and Roman ideas b. new ideas and products as a result of trade c. the arts d. science Connect with: Strand 3 Concept 5, Strand 4 Concept 2, 4, 5 Strand 5 Concept 1, 2		
	<b>PO 2.</b> Describe the contributions or accomplishments of the following individuals during the Renaissance and Reformation: a. Leonardo da Vinci b. Michelangelo c. Gutenberg d. Martin Luther Connect with: Strand 3 Concept 1 Strand 4 Concept 4		

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## Social Studies Standard Articulated by Grade Level

### Strand 2: World History

<b>Concept 4: Renaissance and Reformation</b> <b>The rise of individualism challenged traditional western authority and belief systems resulting in a variety of new institutions, philosophical and religious ideas, and cultural and social achievements.</b>
<b>High School</b>
<b>PO 1.</b> Analyze the results of Renaissance thoughts and theories: a. rediscovery of Greek and Roman ideas b. humanism and its emphasis on individual potential and achievements c. scientific approach to the natural world d. Middle Eastern contributions (e.g., mathematics, science) e. innovations in the arts and sciences
<b>PO 2.</b> Explain how the ideas of the Protestant Reformation and the Catholic Reformation (e.g., secular authority, individualism, migration, literacy and vernacular, the arts) affected society.

<b>Concept 5: Encounters and Exchange</b> <b>Innovations, discoveries, exploration, and colonization accelerated contact, conflict, and interconnection among societies world wide, transforming and creating nations.</b>				
<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>
<b>PO 1.</b> Recognize that explorers (e.g., Marco Polo, Magellan) traveled to places in the world that were new to them.	<b>PO 1.</b> Recognize why England and Spain wanted to rule other areas of the world. Connect with: Strand 1 Concept 3	<b>PO 1.</b> Describe how expanding trade (e.g., Marco Polo's travels to Asia) led to the exchange of new goods (i.e., spices, silk) and ideas.	<b>(Note: Explorers such as Magellan and Marco Polo traveling to new places in the world was introduced in Kindergarten and Second Grade.)</b> <b>PO 1.</b> Describe how the search for a Northwest	<b>(Note: European Exploration was introduced in Grade 3.)</b> <b>PO 1.</b> Describe the reasons (e.g., trade routes, gold) for Spanish and Portuguese

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### Strand 2: World History

<b>Concept 5: Encounters and Exchange</b> <b>Innovations, discoveries, exploration, and colonization accelerated contact, conflict, and interconnection among societies world wide, transforming and creating nations.</b>				
Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
			Passage to Asia led to the exploration and settlement of Canada.	explorations of the Americas.
<b>PO 2.</b> Recognize that exploration resulted in the exchange of ideas, culture, and goods (e.g., foods, animals, plants, artifacts).			<b>PO 2.</b> Discuss European global explorations (e.g., Columbus, Magellan, Henry Hudson, Vasco da Gama, Balboa). Connect with: Strand 1 Concept 3	<b>PO 2.</b> Describe the impact of European explorers' encounters with the Aztec and Inca/Inka. Connect with: Strand 1 Concept 3

<b>Concept 5: Encounters and Exchange</b> <b>Innovations, discoveries, exploration, and colonization accelerated contact, conflict, and interconnection among societies world wide, transforming and creating nations.</b>			
Grade 5	Grade 6	Grade 7	Grade 8
<b>(Note: European Exploration was introduced in Grades 3 and 4.)</b> <b>PO 1.</b> Describe the following effects of European exploration, trade, and colonization on other parts of the world: a. sea routes to Asia	<b>PO 1.</b> Describe how new ways of thinking in Europe during the Enlightenment fostered the following changes in society: a. Scientific Revolution (i.e., Copernicus, Galileo, Newton) b. natural rights (i.e., life,		

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### Strand 2: World History

<b>Concept 5: Encounters and Exchange</b> <b>Innovations, discoveries, exploration, and colonization accelerated contact, conflict, and interconnection among societies world wide, transforming and creating nations.</b>			
Grade 5	Grade 6	Grade 7	Grade 8
b. colonies established and settled c. increased power of European countries d. trade established between Europe, Africa, and Americas e. introduction of disease and the resulting population decline of Indigenous people f. triangular trade Connect with: Strand 1 Concept 3 Strand 3 Concept 2; Strand 4 Concept 2, 4, 5, 6 Strand 5 Concept 1	liberty, property) c. governmental separation of powers vs. monarchy d. religious freedom e. Magna Carta Connect with: Strand 3 Concept 1, 4, 5 Science Strand 2 Concept 1		
<b>PO 2.</b> Describe ways in which Spain, France, and England competed for power: Connect with: Strand 1 Concept 3 Strand 3 Concept 2, 5 Strand 4 Concept 2 Strand 5 Concept 1			

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### Strand 2: World History

<b>Concept 5: Encounters and Exchange</b> <b>Innovations, discoveries, exploration, and colonization accelerated contact, conflict, and interconnection among societies world wide, transforming and creating nations.</b>
<b>High School</b>
<b>PO 1.</b> Describe the religious, economic, social, and political interactions among civilizations that resulted from early exploration: a. reasons for European exploration b. impact of expansion and colonization on Europe c. impact of expansion and colonization on Africa, the Americas, and Asia d. role of disease in conquest e. role of trade f. navigational technology g. impact and ramifications of slavery and international slave trade h. contrasting motivations and methods for colonization

<b>Concept 6: Age of Revolution</b> <b>Intensified internal conflicts led to the radical overthrow of traditional governments and created new political and economic systems.</b>				
<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>
		<b>PO 1.</b> Recognize that people in different places (e.g., American colonies – England, Mexico – Spain) challenged their form of government, which resulted in conflict and change. Connect with: Strand 1 Concept 4		

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### Strand 2: World History

<b>Concept 6: Age of Revolution</b> Intensified internal conflicts led to the radical overthrow of traditional governments and created new political and economic systems.				
Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4

<b>Concept 6: Age of Revolution</b> Intensified internal conflicts led to the radical overthrow of traditional governments and created new political and economic systems.			
Grade 5	Grade 6	Grade 7	Grade 8
<b>(Note: Changing government by revolution was introduced in Grade 2. The American Revolution is taught in Grade 5, Strand 1. Connect to similar events around the world.)</b> <b>PO 1.</b> Explain the rationale and characteristics of rebellion.		<b>PO 1.</b> Describe how innovations and inventions during the Industrial Revolution impacted industry, manufacturing, and transportation.	
<b>PO 2.</b> Explain the impact that revolution has on a society.		<b>PO 2.</b> Determine the effect of the Industrial Revolution on the Western World: <ul style="list-style-type: none"> <li>a. growth of cities</li> <li>b. rise of middle class</li> <li>c. spread of industrialism</li> <li>d. rise of imperialism</li> <li>e. foundation for future technological advances</li> <li>f. labor issues</li> </ul>	

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### Strand 2: World History

<b>Concept 6: Age of Revolution</b> <b>Intensified internal conflicts led to the radical overthrow of traditional governments and created new political and economic systems.</b>			
Grade 5	Grade 6	Grade 7	Grade 8
<b>PO 3.</b> Compare the causes of the American Revolution to other revolutions around the world (e.g., France, Haiti, Mexico, South America, Russia).			
<b>PO 4.</b> Compare the outcomes of the American Revolution to those of other revolutions around the world (e.g., France, Haiti, Mexico, South America, Russia).			

<b>Concept 6: Age of Revolution</b> <b>Intensified internal conflicts led to the radical overthrow of traditional governments and created new political and economic systems.</b>
High School
<b>PO 1.</b> Contrast the development of representative, limited government in England with the development and continuation of absolute monarchies in other European nations: a. absolute monarchies (e.g., Louis XIV, Peter the Great, Philip II)

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### Strand 2: World History

<b>Concept 6: Age of Revolution</b>
<b>Intensified internal conflicts led to the radical overthrow of traditional governments and created new political and economic systems.</b>
<b>High School</b>
<ul style="list-style-type: none"> <li>b. the Magna Carta, the English Bill of Rights, and parliamentary government</li> <li>c. the ideas of John Locke</li> </ul>
<b>PO 2.</b> Explain how new ideas (i.e., Heliocentrism, Scientific Method, Newton's Laws) changed the way people understood the world.
<b>PO 3.</b> Explain how Enlightenment ideas influenced political thought and social change: <ul style="list-style-type: none"> <li>a. Deism</li> <li>b. role of women</li> <li>c. political thought</li> <li>d. social change</li> </ul>
<b>PO 4.</b> Analyze the developments of the French Revolution and rule of Napoleon: <ul style="list-style-type: none"> <li>a. Reign of Terror</li> <li>b. rise of Napoleon</li> <li>c. spread of nationalism in Europe</li> <li>d. defeat of Napoleon and Congress of Vienna</li> </ul>
<b>PO 5.</b> Explain the revolutionary and independence movements in Latin America (e.g., Mexico, Haiti, South America).
<b>PO 6.</b> Analyze the social, political, and economic development and impact of the Industrial Revolution: <ul style="list-style-type: none"> <li>a. origins in England's textile and mining industries</li> <li>b. urban growth and the social impact of industrialization</li> <li>c. unequal spread of industrialization to other countries</li> <li>d. political and economic theories (nationalism, anarchism, capitalism, socialism)</li> </ul>

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## Social Studies Standard Articulated by Grade Level

### Strand 2: World History

<b>Concept 7: Age of Imperialism</b> <b>Industrialized nations exerted political, economic, and social control over less developed areas of the world.</b>				
Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4

<b>Concept 7: Age of Imperialism</b> <b>Industrialized nations exerted political, economic, and social control over less developed areas of the world.</b>			
Grade 5	Grade 6	Grade 7	Grade 8
		<b>PO 1.</b> Describe the effects of the following factors on the rise of imperialism: a. increased need for raw materials b. increased need for consumers c. nationalism – countries increased power	
		<b>PO 2.</b> Describe how areas in the world (e.g., Africa, India, China) were impacted by the imperialism of European countries.	
		<b>PO 3.</b> Describe how industrialization in Japan led to its rise as a world power.	

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## Social Studies Standard Articulated by Grade Level

### Strand 2: World History

<b>Concept 7: Age of Imperialism</b> <b>Industrialized nations exerted political, economic, and social control over less developed areas of the world.</b>			
Grade 5	Grade 6	Grade 7	Grade 8
		<b>PO 4.</b> Describe the impact of American interests in the following areas during the late 19 <sup>th</sup> century and the early 20 <sup>th</sup> century: <ol style="list-style-type: none"> <li>Philippines, Cuba, Puerto Rico and the Spanish American War</li> <li>China and the Boxer Rebellion</li> <li>Colombia and the building of the Panama Canal</li> <li>Hawaiian annexation</li> </ol>	

<b>Concept 7: Age of Imperialism</b> <b>Industrialized nations exerted political, economic, and social control over less developed areas of the world.</b>
High School
<b>PO 1.</b> Explain the rationale (e.g., need for raw materials, domination of markets, advent of national competition, spread of European culture/religion) for imperialism.
<b>PO 2.</b> Trace the development of the British Empire around the world (e.g., America, Southeast Asia, South Pacific, India, Africa, the Suez).
<b>PO 3.</b> Describe the division of the world into empires and spheres of influence during the 18th and 19th centuries (e.g., British, French, Dutch, Spanish, American, Belgian).
<b>PO 4.</b> Analyze the effects of European and American colonialism on their colonies (e.g., artificially drawn boundaries, one-crop economies, creation of economic dependence, population relocation, cultural suppression).
<b>PO 5.</b> Analyze the responses to imperialism (e.g., Boxer Rebellion, Sepoy Rebellion, Opium Wars, Zulu Wars) by people under colonial rule at the end of the 19th century.

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## Social Studies Standard Articulated by Grade Level

### Strand 2: World History

<b>Concept 7: Age of Imperialism</b>
Industrialized nations exerted political, economic, and social control over less developed areas of the world.
High School
PO 6. Explain Japanese responses to European/American imperialism from a closed door policy to adoption of Euro-American ideas.

<b>Concept 8: World at War</b>				
Global events, economic issues and political ideologies ignited tensions leading to worldwide military conflagrations and diplomatic confrontations in a context of development and change.				
Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4

<b>Concept 8: World at War</b>			
Global events, economic issues and political ideologies ignited tensions leading to worldwide military conflagrations and diplomatic confrontations in a context of development and change.			
Grade 5	Grade 6	Grade 7	Grade 8
		<b>PO 1.</b> Explain how the following world movements led to World War I: a. militarism b. imperialism c. nationalism d. formation of alliances	<b>(Note: WW I was taught in Grade 7.)</b> <b>PO 1.</b> Review the rise of totalitarianism in Europe following World War I.

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## Social Studies Standard Articulated by Grade Level

### Strand 2: World History

<b>Concept 8: World at War</b> Global events, economic issues and political ideologies ignited tensions leading to worldwide military conflagrations and diplomatic confrontations in a context of development and change.			
Grade 5	Grade 6	Grade 7	Grade 8
		<b>PO 2.</b> Summarize the outcomes of World War I: a. Treaty of Versailles (e.g., restrictions on Germany, end of the Ottoman Empire, redrawing of European boundaries) b. economic issues (e.g., national debt, spread of socialism)	<b>PO 2.</b> Analyze the major causes of World War II: a. aggressive search for resources by Japan b. political ideologies of Fascism and Nazism c. resentment toward the Treaty of Versailles
		<b>PO 3.</b> Describe the rise of totalitarianism in Europe following World War I: a. Italy under Mussolini b. Germany under Hitler c. Soviet Union under Stalin	<b>PO 3.</b> Trace the series of invasions and conquests in the European and Pacific Theaters in World War II.
			<b>PO 4.</b> Describe the following events leading to the Allied victory: a. D-Day Invasion b. Battle of the Bulge c. Japanese defeat in Iwo Jima and Okinawa d. atomic bombing of Hiroshima

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### Strand 2: World History

<b>Concept 8: World at War</b> Global events, economic issues and political ideologies ignited tensions leading to worldwide military conflagrations and diplomatic confrontations in a context of development and change.			
Grade 5	Grade 6	Grade 7	Grade 8
			and Nagasaki
			<b>PO 5.</b> Describe how racism and intolerance contributed to the Holocaust.
			<b>PO 6.</b> Summarize each of the following outcomes of World War II: a. redrawing of political boundaries in Europe b. tensions leading to Cold War c. formation of the United Nations d. beginning of atomic age e. rebuilding of Japan
			<b>PO 7.</b> Compare the rebuilding of Japan with the rebuilding of Germany following World War II.
			<b>PO 8.</b> Describe the following events resulting from World War II: a. Nuremburg Trial b. Marshall Plan

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### Strand 2: World History

<b>Concept 8: World at War</b> Global events, economic issues and political ideologies ignited tensions leading to worldwide military conflagrations and diplomatic confrontations in a context of development and change.			
Grade 5	Grade 6	Grade 7	Grade 8
			c. NATO / Warsaw Pact d. creation of United Nations e. creation of Israel
			<b>PO 9.</b> Describe the spread of Communism after World War II: a. China – Mao Tse-tung and Chinese Revolution b. Korea – 38 <sup>th</sup> parallel and division of country c. Cuba – Fidel Castro and Cuban Missile Crisis d. Vietnam – Ho Chi Minh
			<b>PO 10.</b> Describe the impact of the Cold War (i.e., creation of the Iron Curtain, arms race, space race) that led to global competition.
			<b>PO 11.</b> Describe the following events of the Korean War: a. Chinese involvement b. U.N. police actions c. containment of Communism d. partition of Korea at the 38 <sup>th</sup>

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### Strand 2: World History

<b>Concept 8: World at War</b> Global events, economic issues and political ideologies ignited tensions leading to worldwide military conflagrations and diplomatic confrontations in a context of development and change.			
Grade 5	Grade 6	Grade 7	Grade 8
			Parallel
			<b>PO 12.</b> Describe how the following impacted the Vietnam War: a. historical relationship of China and Vietnam b. French Indochina War c. containment of Communism d. Ho Chi Minh Trail e. conflict resolution
			<b>PO 13.</b> Examine the fall of Communism and the unification of European nations: a. Germany – reunification, Berlin Wall torn down b. Russia – Gorbachev, Glasnost and Perestroika c. Union of Soviet Socialist Republics – countries regained independence d. European Union formed
			<b>PO 14.</b> Describe the following events in the Middle East during

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### Strand 2: World History

<b>Concept 8: World at War</b> Global events, economic issues and political ideologies ignited tensions leading to worldwide military conflagrations and diplomatic confrontations in a context of development and change.			
Grade 5	Grade 6	Grade 7	Grade 8
			the 20 <sup>th</sup> and 21 <sup>st</sup> centuries: a. creation of Israel b. conflicts between Israeli and Palestinian governments c. Camp David Peace Treaty d. Persian Gulf War e. Iraq War
			<b>PO 15.</b> Compare independence movements in various parts of the world (e.g., India/ Pakistan, Latin America, Africa, Asia) during the 20 <sup>th</sup> century.
			<b>PO 16.</b> Examine human rights issues during the 20 <sup>th</sup> century (e.g., Apartheid, genocide, famine, disease).

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### Strand 2: World History

<p><b>Concept 8: World at War</b>  <b>Global events, economic issues and political ideologies ignited tensions leading to worldwide military conflagrations and diplomatic confrontations in a context of development and change.</b></p>
<p><b>High School</b></p>
<p><b>PO 1.</b> Examine the causes of World War I:</p> <ul style="list-style-type: none"> <li>a. rise of nationalism in Europe</li> <li>b. unification of Germany and Otto Von Bismarck's leadership</li> <li>c. rise of ethnic and ideological conflicts - the Balkans, Austria-Hungary, the decline of the Ottoman Empire</li> </ul>
<p><b>PO 2.</b> Analyze the impact of the changing nature of warfare in World War I:</p> <ul style="list-style-type: none"> <li>a. trench warfare</li> <li>b. mechanization of war – machine gun, gasoline, submarine, tanks, chemical</li> <li>c. American involvement</li> </ul>
<p><b>PO 3.</b> Explain the end of World War I and its aftermath:</p> <ul style="list-style-type: none"> <li>a. Russian Revolution</li> <li>b. Treaty of Versailles</li> <li>c. end of empires (e.g., Austro-Hungarian, Ottoman, Russian)</li> <li>d. continuation of colonial systems (e.g., French Indochina, India, Philippines)</li> </ul>
<p><b>PO 4.</b> Examine the period between World War I and World War II:</p> <ul style="list-style-type: none"> <li>a. rise of fascism and dictatorships</li> <li>b. postwar economic problems</li> <li>c. new alliances</li> <li>d. growth of the Japanese empire</li> <li>e. challenges to the world order</li> </ul>
<p><b>PO 5.</b> Analyze aspects of World War II:</p> <ul style="list-style-type: none"> <li>a. political ideologies (e.g., Totalitarianism, Democracy)</li> <li>b. military strategies (e.g., air warfare, atomic bomb, Russian front, concentration camps)</li> </ul>

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## Social Studies Standard Articulated by Grade Level

### Strand 2: World History

<b>Concept 8: World at War</b> <b>Global events, economic issues and political ideologies ignited tensions leading to worldwide military conflagrations and diplomatic confrontations in a context of development and change.</b>
<b>High School</b>
c. treatment of civilian populations d. Holocaust
<b>PO 6.</b> Examine genocide as a manifestation of extreme nationalism in the 20th century (e.g., Armenia, Holocaust, Cambodia, Bosnia, Rwanda, Kosovo and Sudan).
<b>PO 7.</b> Analyze the political, economic and cultural impact of the Cold War: a. superpowers – Soviet Union, United States, China b. division of Europe c. developing world d. Korean and Vietnam Wars
<b>PO 8.</b> Compare independence movements of emerging nations (e.g., Africa, Asia, Middle East, Latin America).

<b>Concept 9: Contemporary World</b> <b>The nations of the contemporary world are shaped by their cultural and political past. Current events, developments, and issues continue to shape the global community.</b>				
<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>
<b>PO 1.</b> Use information from written documents, oral presentations, and the media to discuss current	<b>PO 1.</b> Use information from written documents, oral presentations, and the media to discuss current events.	<b>PO 1.</b> Use information from written documents, oral presentations, and the media to describe current events.	<b>PO 1.</b> Describe current events using information from class discussions and various resources (e.g., newspapers, magazines,	<b>PO 1.</b> Describe current events using information from class discussions and various resources (e.g., newspapers, magazines,

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## Social Studies Standard Articulated by Grade Level

### Strand 2: World History

<b>Concept 9: Contemporary World</b> The nations of the contemporary world are shaped by their cultural and political past. Current events, developments, and issues continue to shape the global community.				
Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
events.			television, Internet, books, maps).	<i>television, Internet, books, maps).</i>

<b>Concept 9: Contemporary World</b> The nations of the contemporary world are shaped by their cultural and political past. Current events, developments, and issues continue to shape the global community.			
Grade 5	Grade 6	Grade 7	Grade 8
<b><i>PO 1.</i></b> Describe current events using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).	<b><i>PO 1.</i></b> Describe current events using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).	<b><i>PO 1.</i></b> Describe current events using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).	<b><i>PO 1.</i></b> Describe current events using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).

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## Social Studies Standard Articulated by Grade Level

### Strand 2: World History

<b>Concept 9: Contemporary World</b> <b>The nations of the contemporary world are shaped by their cultural and political past. Current events, developments, and issues continue to shape the global community.</b>			
Grade 5	Grade 6	Grade 7	Grade 8
<b>PO 2.</b> Use various resources (e.g., newspapers, magazines, television, Internet, books, maps) to discuss the connections between current events and historical events and issues from content studied in Strand 2.	<b>PO 2.</b> Identify the connection between current and historical events and issues using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).	<b>PO 2.</b> Identify the connection between current and historical events and issues identified in Concept 8 above using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).	<b>PO 2.</b> Identify the connection between current and historical events and issues studied at this grade level using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).
		<b>PO 3.</b> Analyze how world events of the late 20 <sup>th</sup> century and early 21 <sup>st</sup> century (e.g., terrorism, globalization, conflicts, interdependence, natural disasters, advancements in science and technology, environmental issues) affected, and continue to affect, the social, political, geographic, and economic climate of the world.	<b>PO 3.</b> <i>Analyze how world events of the late 20<sup>th</sup> century and early 21<sup>st</sup> century (e.g., terrorism, globalization, conflicts, interdependence, natural disasters, advancements in science and technology, environmental issues) affected, and continue to affect, the social, political, geographic, and economic climate of the world.</i>

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Arizona Department of Education  
Standards Based Teaching and Learning

Adopted 9/26/05  
Updated 5/22/06

## Social Studies Standard Articulated by Grade Level

### Strand 2: World History

<b>Concept 9: Contemporary World</b> The nations of the contemporary world are shaped by their cultural and political past. Current events, developments, and issues continue to shape the global community.			
Grade 5	Grade 6	Grade 7	Grade 8
		<b>PO 4.</b> Compare the economic, political, and social aspects of a country identified in Concept 8 above during the first half of the 20th century to its contemporary economic, political, and social aspects.	

<b>Concept 9: Contemporary World</b> The nations of the contemporary world are shaped by their cultural and political past. Current events, developments, and issues continue to shape the global community.
High School
<b>PO 1.</b> Explain the fall of the Soviet Union and its impact on the world.
<b>PO 2.</b> Explain the roots of terrorism: <ul style="list-style-type: none"> <li>a. background and motives</li> <li>b. religious conflict (e.g., Northern Ireland, Chechnya, Southwestern Philippines, southern Thailand, Kashmir)</li> <li>c. background of modern Middle East conflicts (e.g., Israeli – Palestinian conflict, Persian Gulf conflicts, Afghanistan)</li> <li>d. economic and political inequities and cultural insensitivities</li> </ul>
<b>PO 3.</b> Describe the development of political and economic interdependence during the second half of the twentieth century: <ul style="list-style-type: none"> <li>a. economics, global wage inequalities</li> <li>b. technology</li> <li>c. multinational corporations</li> </ul>

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## Social Studies Standard Articulated by Grade Level

### Strand 2: World History

<b>Concept 9: Contemporary World</b> <b>The nations of the contemporary world are shaped by their cultural and political past. Current events, developments, and issues continue to shape the global community.</b>
<b>High School</b>
d. growth of international governmental organizations (e.g., World Trade Organization) e. growth of non-governmental organizations (e.g., Red Cross, Red Crescent)
<b>PO 4.</b> Examine environmental issues from a global perspective (e.g., pollution, population pressures, global warming, scarcity of resources).
<b>PO 5.</b> <i>Connect current events with historical events and issues using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).</i>

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